



MATH NEWS



Kindergarten, Module 2, Topic B

Kindergarten Math

Module 2: Two-Dimensional and Three-Dimensional Shapes

Math Parent Letter

This document is created to give parents and students a better understanding of the math concepts found in Eureka Math (© 2013 Common Core, Inc.) that is also posted as the Engage New York material which is taught in the classroom. Module 2 of Eureka Math (Engage New York) covers Two-Dimensional and Three-Dimensional Shapes. This newsletter will discuss Module 2, Topic B.

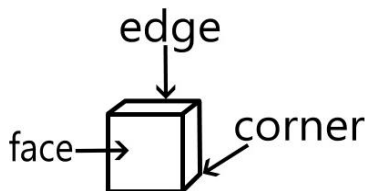
Topic B. Three-Dimensional Solid Shapes

Words to know

- | | |
|---------------|---------------|
| • Solid Shape | • Sphere |
| • Edge | • Above |
| • Face | • Below |
| • Corner | • Beside |
| • Cube | • In front of |
| • Cylinder | • Next to |
| • Cone | • Behind |

Objective

Students will examine how three-dimensional shapes and objects are similar to or different from one another with respect to orientation and relative positions to objects.



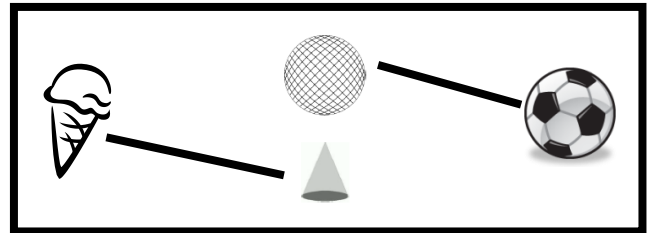
OBJECTIVE OF TOPIC B

- 1 Find and describe solid shapes using informal language without naming.
- 2 Explain decisions about classification of solid shapes into categories. Name the solid shapes.
- 3 Describe and communicate positions of all solid shapes using the words *above*, *below*, *beside*, *in front of*, *next to*, and *behind*.

Focus Area – Topic B

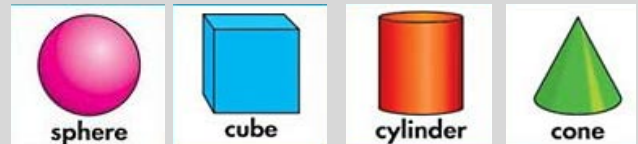
Three-Dimensional Solid Shapes

In Topic B, students will look at various **solid shapes** and describe the attributes of the shape. In Lesson 6, students will look at objects and determine which shape looks like it. For example, an ice cream cone looks like a cone.



They will discuss things such as the **edges** of the shapes, **corners** and points, that a **face** is a flat surface, or that some shapes just have curves and no edges.

In Lesson 7, students will learn the names of the three-dimensional shapes described in Lesson 6.



They will look at the shapes and sort them into groups such as shapes that have corners, shapes that do not have corners or shapes that have faces.

In Lesson 8, students will have additional practice with the position words **above**, **below**, **beside**, **behind**, **in front of**, and **next to**.

- Place a sphere below the train.
- Place a cube behind the train.
- Place a cone in front of the train.
- Place a cylinder above the train.

